

NEW JERSEY

1999-2000

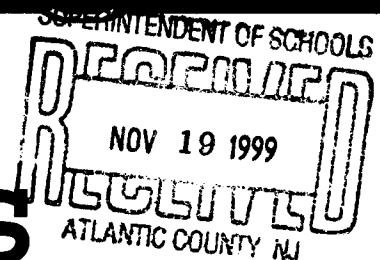
Guidelines and
Application

ORIGINAL



BEST

PRACTICES



Deadline for Application to County Office:
NOVEMBER 22, 1999

Category	<u>Arts (Visual and Performing Arts)</u> (Application is limited to one category. See page 3 for details.)
Practice Name	<u>Multicultural Art Digital Power Point Portfolio</u>
Number of Schools with Practice	<u>1</u> (If more than one school or district, read and complete information on page 2.)

County	<u>Atlantic</u>		
District (Proper Name)	<u>Brigantine Public Schools</u>		School District
District Address	street/p. o. box <u>301 East Evans Boulevard</u> city <u>Brigantine</u> <u>08203</u> zip code		
District Telephone	<u>(609) 266-7671</u> Fax <u>(609) 266-4748</u> Email		
Chief School Administrator	<u>Robert Previti</u>		
Nominated School #1 (Proper Name)	<u>Brigantine Elementary School</u>		
School Address	<u>301 E. Evans Boulevard, P.O. Box 947</u>		
	street/p. o. box <u>Brigantine</u> <u>08203</u> city zip code		
School Telephone	<u>(609) 264-9501</u> Fax <u>(609) 264-0767</u> Email		
School Principal	<u>Donald A. Marrandino</u> <u>William Gussi</u> ← ✓		
Program Developer(s)	<u>Teri Gragg and Maureen Guenther</u> ← ✓		
Chief School Administrator's or Charter School Lead Person's Signature			

Ht msg
yes

Faying
responses
for all
4 people
yes

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: Yes No County Superintendent's Signature

Walter Ray

**NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION**

Application Requirements:

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used.** (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on **one side of the page.** The information on pages 1 and 2 (if applicable) must be printed or copied on **one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by **November 22, 1999**, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels <input checked="" type="checkbox"/> K-4 <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Practice Name <u>Multicultural Art</u> <u>Digital Power Point Portfolio</u> Number of Schools with Practice <u>1</u> Number of Districts with Practice _____

Check the ONE CATEGORY into which the practice best fits.		
<input checked="" type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.
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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.

Multicultural Art Digital PowerPoint Portfolios for Young Children

In an effort to infuse art, technology and language arts across the curriculum and to address the New Jersey Core Curriculum Content Standards, the art department and the computer department of our elementary school has come together to infuse these disciplines into a creative **multicultural digital art portfolio using Microsoft PowerPoint.**

Beginning at age *seven*, the children in our school participate in an innovative program designed to correlate their art, computer and language arts skills. In an effort to work across the curriculum and to foster a more comfortable medium for exposing the young children to art, technology and language arts, the art and computer teachers infused the two disciplines. **This is accomplished by using a combination of the children's art created in art class and Microsoft PowerPoint taught in computer class. *By using the children's own artwork as the product to be presented, the children, at age 7, 8, 9 and 10 are actively laying out, designing, creating, and writing their own Microsoft PowerPoint presentations based on their actual art production.*** At the end of the project, these *very young* children verbally and nonverbally present their art creation using the Microsoft PowerPoint presentation as a modern, exciting and visually appealing technological tool.

Every child in third and fourth grade creates a multicultural digital art portfolio on Microsoft PowerPoint. **The digital art portfolios expose the children to many innovative practices such as learning to use a professional software package at a very early age (thus insuring proficiency sooner); increasing the ability to present oneself as a public speaker (increasing language arts skills); and taking a mental concept, bringing it to conception through art, and translating it into a multimedia presentation.** In addition, the children are exposed to various cultures from around the world during their art class. This helps increase their social studies and geography skills and to advocate more tolerance among different cultures.

Student achievement is at a maximum level. Using higher level thinking skills, the students augment their project to include multiple levels of cognitive development. The students learn to present their projects in a confident verbal and nonverbal format. They experience success as result of their artistic and computer creations. All children reinforce their language arts skills through discussion and writing. All students increase their computer skills as they translate their work into a multimedia presentation. All students become more aware of the world around them in a global perspective. The skills learned are cumulative and reinforced each year as the child's digital art portfolio is advanced to the next grade level.

This project can be replicated by infusing the two curriculums (art and computers) together. The art teacher and the computer teacher would need to come together, prepare a format and work hand in hand on the project. Successful replication of the digital portfolios would require much collaboration between the two teachers. **Below is a detailed explanation of the process used by these two teachers.**

The Art and Computer Programs:

The art objective is for each student to be exposed to several new cultural and geographical locations per year based upon a multicultural art education. Each student will be able to create projects relevant to the cultures using various artistic skills learned during art.

Every child creates four projects based on cultural/geographical units predetermined by the art teacher. The children are exposed to one culture per unit using various forms of multicultural media: books, magazines, slides, photos, video, computer, internet, music, dance, language. This is presented to the children through a lecture and interactive format. During the course of instruction, the culture's art is introduced, aesthetically examined and critiqued. After the children have assimilated the information about the culture, an art project based on the cultures' art and/or style is replicated. As the art project is produced, various artistic skills are learned.

The completed artwork produced by the children is used for the content of their digital art portfolios in computer class. Once the art piece is created, digital pictures are taken using a digital camera. The pictures are stored on the school's network for use in the computer class. **To increase the student's language arts skills,** they discuss, brainstorm and write a description of their piece of art. They also write a written critique of their project. The written descriptions are sent into the computer lab for the children to translate into a multimedia PowerPoint presentation. As the artwork is being completed, **the children are instructed in the use of Microsoft PowerPoint during their computer class.**

The computer objective is to have each student be able to design, develop, and present a multimedia presentation using Microsoft PowerPoint using their art creations as the content. To begin the slide portfolio presentation, each student designs a slide template. In the template the students specify their layout: they create their own backgrounds, choose their font, adjust the font style and manipulate the type size. Once the template is prepared, they retrieve and drop in the digital picture of their artwork taken in art class. The students type in the written description of the artwork. From that point, they animate each slide and add appropriate sounds taken from the internet. They continue in this fashion until the slide layout is complete. In addition to their artwork, they write an "about the artist" summary of themselves and have their digital photo taken and put into the series of slides. Once completed, the students view their projects. In order to increase public speaking skills, the students present their finished product to each other using their PowerPoint presentations. These portfolios are assessed by the teachers with art, computer, language arts and public speaking rubrics.

In conclusion, by learning to use this productivity tool, students are developing technology skills for life long learning. By combining art education with computer education these skills learned are processed better and retained longer. An increase in the children's technology, writing and speaking skills gives credence to this program. The children enjoy this project immensely and are extremely proud of their final art and computer digital slide portfolios. This project is well worth the effort put forth by the teachers.

2. Describe the educational needs of the student that the practice addresses and how they were identified. List the Core Curriculum including the Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standards.

Educational needs and practices addressed by the Multicultural Digital Art Portfolios.

In today's society, the need for well rounded, multi-educated students has become paramount to the success of these children when they ultimately enter the workplace. As a result of this, our district has identified and assessed educational needs which will increase the students readiness. It has been identified through the ESPA standardized test, various rubrics and teacher assessment that our district needs to focus on Language Arts literacy as well as technology integration into the classroom. By using art as a multicultural platform and computers as the multimedia tool, we have correlated Language Arts, Social Studies, Computers and Art in a more progressive and productive educational format. Having each student create their own Multicultural Digital Art Portfolio allows these disciplines to be addressed, processed through production and presented in a multimedia fashion, thus insuring assimilation on a higher cognitive level. Many areas of the Core Curriculum Content Standards and the Cross-Content Workplace Readiness Standards are addressed by this project.

New Jersey Core Curriculum Content Standards

Visual and Performing Arts:

Standard 1.1: Through exposure to artwork from different cultures, time periods and geographical locations, the children will be taught to appreciate aesthetic awareness.

Standard 1.2 and 1.6: By producing a piece of art relevant to a certain culture, children will design and refine perceptual, intellectual, and technical skills. During the computer component, perceptual, intellectual and technical skills will be demonstrated to manipulate Microsoft PowerPoint and create a visually pleasing, organized slide presentation.

Standard 1.3: The actual production of art work and slide show will reinforce common elements of art such as color, line, rhythm, space, timing, movement and mood. As the slide show is produced, technical aspects of production such as animation, sound and layout will be learned.

Standard 1.4: As the art and computer components of the project are in the process of development, each stage will be critiqued by the teachers. The final product is then critiqued by the children themselves. In addition, when the writing component of this project is used, critique will be included as part of the written description.

Standard 1.5: Various cultural, historical, social and geographical influences, trends, and accomplishments through the ages and areas of the globe will be explored through the multicultural component of the art lesson. Each unit will be presented on one geographical location. Each geographical location studied will be broken into civilization, time period, art, social aspect, music, food, language and dance. The art of that area will be discussed, analyzed, critiqued and ultimately assimilated as the production of a piece of artwork in that culture's style is created.

Language Arts Literacy:

Standard 3.1 and 3.2: During the oral presentation component of the digital portfolio the students will speak for a variety of real purposes and to a variety of audiences. During the lecture part of the multicultural component, students will actively listen and see various situations from a variety of sources. Children will listen to a cultural slide presentations presented by the teacher.

Standard 3.3: After the art component is complete, all students will write a visual description explaining the research process, their art development, personal critique and what they've learned from the unit studied. This will be transformed into a typewritten description which will be placed into Microsoft PowerPoint at the appropriate slide. A pre-write and final draft will be produced.

Standard 3.4 and 3.5: As the children are exposed to the various cultures, they will read about the art they are producing by researching for appropriate information to use in their creative process. They will comprehend the information given, analyze it and create a project from their research. The nontextual information provided in the samples of artwork produced by each culture will reinforce understanding of the unit. In the computer component, the nontextual visual information will be manipulated by the student as they put together and layout a visual slide presentation using their creations as the nontextual visual information.

Social Studies:

Standard 6.2 and 6.3: All students will be exposed to four geographical locations throughout each year during the art component of this project. These geographical locations will be broken down into humanities, literature, art, history, social context and philosophy. Historical information understanding the political and diplomatic ideas of the four cultures from around the world will be taught to the students during art.

Standard 6.4 and 6.5: As the students learn about a culture they will better understand the social influences based in that society. Using the culture's art as a platform, the children will appreciate the history of a variety of cultures. As they progress through the elementary grades, their knowledge of history will increase cumulatively.

Standard 6.7, 6.8, 6.9: The students will use the globe and maps to understand the geographical locations studied in spatial terms. They will discover and learn various aspects of the social human's life in each culture studied and will discuss the environment and society of each area.

Cross Content Workplace Readiness:

Standard 2.14: The students will demonstrate the skills needed to effectively use and manage technology. They will incorporate keyboarding skills to input their information into Microsoft PowerPoint. Students will learn to retrieve digital pictures of their artwork off of folders housed on the network. By completing these tasks, students will become familiar with how to manage information responsibly and effectively.

Standard 2.17: Students will learn to use the Internet as a resource to retrieve culturally relevant material for their portfolios.

Standard 2.19: As a result of creating multicultural digital art portfolios in Microsoft PowerPoint, students are learning to use a presentation program to produce a product. They will be using Microsoft PowerPoint as a medium to express their ideas both in a verbal and nonverbal format to their teachers and to their peers.

Standard 4.38: As the students expand their cumulative multicultural digital art portfolios, they will need to be cognizant of both the short and the long-term goals of the project. The short term goals will be to create slides that correlate with their completed art projects. From a broader perspective, students will have the opportunity to set long term goals and watch their portfolios evolve to fruition when they graduate. Students will monitor and critique they're goals with assessment provided by the teacher.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

Assessment criteria for Multicultural Digital Art Portfolios

Student success with his or her project:

Every student will complete four art projects, four written descriptions and four series of slides for their digital art portfolios. Teacher critique and evaluation will occur formatively during each phase of the project. Once completed, projects will be viewed by the teachers and the students. Assessment is based upon the **grading rubrics** for each component.

Grading Rubrics:

As there are a variety of levels of comprehension within this project, **grading rubrics are used as a means of assessment.** All grading rubric components are in line with district curriculum objectives, NJCCCS and ESPA. Each specific grading rubric consists of a fixed scale and a list of characteristics describing the performance task. The rubrics are graded on a four point scale. In general these rubrics assess outstanding success, average success, moderate success and unsuccessful completion of the various components of the overall project.

Individual rubrics for:

Art Component:

Rubric Part 1: Historic knowledge transferred into art project.

Rubric Part 2: Skills and production completed successfully.

Rubric Part 3: Overall success of the project.

Technology Component

Rubric Part 1: Understanding procedures needed to layout and create slide presentation

Rubric Part 2: Technically utilizing various tools from Microsoft PowerPoint to animate, add sounds, add

pictures, add text into the slide presentation

Rubric Part 3: Success of visual presentation of project

Language Arts Component/Public Speaking Component:

Rubric Part 1: Written description of art project-pre-write

Rubric Part 2: Written description final draft

Rubric Part 3: Successful transfer into Microsoft PowerPoint

Public Speaking Component:

Rubric 1: Speaking

Rubric 2: Delivery

Rubric 3: Overall success of oral presentation

These grading rubrics allow assessment based upon the NJCCCS, skills array and teacher observation.

Cumulative digital portfolios-skills:

Skills acquired in technology and art are cumulative per year. As the child advances to the next grade level, the current year's slide presentation builds on the previous year's accumulated knowledge. Theoretically, this digital portfolio will follow the students through their tenure as a student at this school and can be transferred to the appropriate high school. These portfolios can be used to assess student's proficiency in art and technology throughout his/her education.

Teacher/ Administration Articulation Assessment:

Post completion of project, teachers evaluate the degree of success of the program in terms of the objectives met and plan additional objectives for the following year. Process is reevaluated based on NJCCCS, ESPA results and district curriculum. Teachers articulate with administration to plan for following year.